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Minutes

Faculty Senate

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Eastern Illinois University

FACULTY SENATE

March 12, 1986

Candidate responses to questions posed by the elective committees to which they are candidates and by the Faculty Senate elections committee: In some cases the replies have been truncated to keep them within the 200 word limit per question. (See the minutes of the General Faculty Meeting of February 25, 1986.)

Faculty Senate: List and discuss substantive issues that the Faculty Senate should address.

Ameeta Jaiswal - Economics

- (i) Text Books:
Reinforcement of the efforts of the Council on Academic Affairs to move towards the purchase of text books.
- (ii) Library Facilities:
The present policy of holiday issues of current journals behind the counter needs to be reviewed.
- (iii) Secretarial Help:
Continue efforts to provide substantial secretarial help to faculty members undertaking research projects as well as to departments needing additional assistance over and above the normal secretarial lead.

Edward Marlow - Management/Marketing

I think that the Faculty Senate must continue to be concerned with the acquisition and allocation of resources for EIU. It is imperative that the faculty have an interest and a say in those matters that directly pertain to faculty activities. We cannot depend upon the BOG or the administration to take positions that are in the best interest of our faculty.

I feel that the general economic situation will not improve substantially for several years; the university will face skyrocketing costs, drops in federal aid, and decreasing numbers of high school graduates. The worst part of this is that the major burden of all these problems will be born by the faculty unless positive action is taken in such areas as summer employment, salary inequities, and research opportunities. We need to act now to reduce the impact of these factors on the faculty rather than waiting and trying to get back something after it has been taken away.

Howard Price - Journalism

According to its constitution, the Faculty Senate is supposed to be the representative voice of the faculty except in matters covered by the collective bargaining agreement. The Faculty Senate's constitution states that "all matters affecting the welfare of the University are the necessary concern of the Faculty Senate."

For the Senate to truly represent the faculty, I propose that the Senate survey faculty members on their concerns. These matters should then be tackled by the Faculty Senate in 1986-87, assuming they fall within the Senate's scope and are not covered by the collective bargaining agreement.

Too often in the past, the Faculty Senate has been placed in the situation of reacting to administrative decisions. This might be one way of helping to remedy this.

Michael Loudon - Eng.

The Faculty Senate should address one central concern: faculty morale. Developing faculty morale involves a number of subsequent issues if the Faculty Senate is to provide leadership for academic integrity in the university-at-large and for professional vitality among individual faculty members. My concerns are as follows: 1) To strengthen academic leadership, the Senate should claim a stronger role in formulating policy now designed and implemented by the administration and a myriad of committees; further, it should play a strong liaison role with committees and the union to implement decisions relevant to academic integrity. 2) To address salary and budget discrepancies between EIU and other BOG schools, the Senate should work with the administration and the union to increase BHE funding at EIU. 3) To coordinate available funding with academic priorities, the Senate should have a major voice in consulting with the administration on determining budget priorities. 4) To provide mutual and responsible communication between the administration and the faculty, the Senate should evaluate administrative personnel. 5) To promote professional growth and standards, the Senate should encourage all aspects of faculty development from sabbaticals to release time. 6) To nurture understanding and awareness of other cultures and ethnic diversity, the Senate should advocate increased minority enrollment and support as well as the exchange of ideas and values among students and colleagues.

David Dodd - Psychology

In my view, the primary focus of the Faculty Senate should be on campus issues that affect the academic environment. It is important that the Senate maintain an open, working relationship with both the student body and the administration. In order to do so, Faculty Senate members should represent the faculty at large and be open and willing to discuss any issue arising from within the academic community. I am willing to be an active Senate member, and I ask for your support.

A. Anthony Oseguera - Speech Communication

As an alternate for the Faculty Senate and as a former member of the UPI House of Delegates, I have had the privilege of knowing these two distinguished bodies firsthand. I feel the most substantive issue before the Faculty Senate is a definition of its raison d'etre - its jurisdiction; its powers. What authority, if any, does the Senate have? To what extent does the Senate interfere, exacerbate, or assist the Union and vice versa? Does the Senate have jurisdiction over the other academic councils?: UPC, CGS, APERC, CTE, CAA, etc. Please note: "The North Central Association recommended that the role of the Faculty Senate be strengthened." Recently new administrative positions have been created with little communication with the faculty and departments affected by these positions; also, a realignment of the R-TV-Center announced to the Faculty Senate surprised almost everyone, including an instructor who teaches classes in the R-TV-Center: me. Over the past six years, I have witnessed an erosion of the Faculty Senate's credibility and esteem. Ken Sutton has asked me to place my name in nomination, because he knows me to be a sincere, hard-working individual who will work toward redefining and revitalizing the role and mission of the Faculty Senate. Vote for improvement. Thank you.

Andrew McNitt--Political Science

Given the existence of a separate council on academic affairs and university personnel committee, and the collective bargaining agreement the faculty senate is limited in the issues which it can appropriately deal with. It should however act as an advocate for specifically institutional interests. I would like to see the senate address the problem of underfunding of Eastern Illinois University, to continue its efforts on behalf of a deferred tuition payment plan and to propose the elimination of the textbook library system for graduate courses.

John North - Sec. Ed./Found.

1. Improving Eastern's budget in relation to Western's: I think the Faculty Senate should take a leadership role in pursuing with the BOG reasons for, and methods of, correcting the fact that Western has over \$10 million more in their budget than Eastern. Being the most cost-effective university in the State of Illinois is not necessarily good. This is Eastern's biggest problem. Why shouldn't the Faculty Senate get involved?
2. Office security has become a concern on campus. The Senate should actively pursue what can be done to improve this very important matter.
3. The Senate should continue to encourage ^{the} university to allow for deferred tuition payment.
4. The Faculty Senate should continue to encourage current collective bargaining attempts to get tuition waivers for families of university personnel.
5. The Faculty Senate should continue to encourage and improve the system for evaluation of deans and department chairs.

Council on Academic Affairs: Identify the issue(s) you believe the CAA should address and your position on them.

Dale Downs - Elementary Education

I have two areas that are of concern to me. The first one relates to the maintaining of academic excellence within the programs of the University. The second area of concern refers to the recommending and accepting of changes that will enhance the curricular offerings and keep them up-to-date without our becoming victims of faddish movements.

Paul Nieaber - Physics

One particular issue I think might well occupy the attention of the Council on Academic Affairs is the matter of the General Education requirements, especially in light of the anticipated upgrading of the high school curriculum required for college admission. Perhaps a review of what minimum skills the University should expect of its graduates (as well as an assessment of how the General Education requirements address those expectations) might be in order.

William McGown - Psych.

I believe that the CAA should continue to address problems of course overlap and redundancy among courses. CAA should also begin a re-evaluation of those courses that are currently options in the general education electives. It is important that encouragement be given to the development of courses that address the technological changes occurring in our society today.

Joyce Felstenhausen - Ind. Tech.

The role of the Council on Academic Affairs is to ensure curriculum balance and integrity, respond to the need for the integration of knowledge that is demanded by our present global society and to provide leadership in facilitating the efforts of academic units across campus in responding to demands for quality education. Since the founding of the early colonial colleges (whose mission was to produce ministers, lawyers, and other professionals) and the Morrill Land Grant Act of 1862 (which responded to demands for more "scientific" agricultural practices) the university has always had two apparently conflicting sets of values. Are we really purveyors of an overprofessionalized, discipline-centered curriculum or overfocused on the pursuit of knowledge for the sake of knowledge? The first approach devalues the broad knowledge base needed for leadership in a rapidly changing society and the second ignores the fact that American institutions of higher learning have never acted as if "the market" did not exist. The university has both the opportunity and the obligation to develop the whole student, not only for the good of the individual but for the survival of society. One issue facing the CAA is to seek the type of balanced curriculum that enables our graduates to respond to cultural, political and economic needs. The challenge is to do this creatively within the constraints of fiscal realities.

Members of the CAA must consider carefully and thoughtfully issues surrounding educational excellence. Admission policies, the evaluation of learning and strategies that demand students assume appropriate responsibility for learning need to be addressed continually from the perspective of the mission statement of the university.

Curriculum that is compartmentalized and inflexible promotes the tendency of students to view the world, nature, life and work as segmented, static and separate. Yet, the modern world is complex and interconnected. To view information and learning only from the perspective of rigidly defined disciplines without investigating the interactions between various bodies of knowledge is detrimental to effective learning. One of the issues the CAA should continue to address is the interrelatedness of subject-matter knowledge. Problem solving must take into account the total knowledge base. The senior seminar concept is predicated on the need to study such interrelationships. A second such campus-wide perspective is emerging in the writing across the curriculum proposal. I strongly support the concepts behind such initiatives.

The intrusion of technology, the expansion of knowledge, the overload of information and the accompanying social changes have added to accepted basic skills new literacy requirements. These "new basics" include knowledge of basic mathematical, scientific and technological concepts; critical-thinking skills; decision-making skills; the ability to communicate persuasively in writing and orally; the ability to access, process and retrieve information from data banks; and the ability to apply the general knowledge useful to citizens, family members and workers to the ever increasing problems resulting from rapid changes in our information sciences and microtechnology. The CAA

must provide leadership in assuring that curriculum content and instructional strategies empower students in ways that give them the capacity to react promptly and wisely to the realities of the world in which we live. The CAA's role is to encourage and facilitate the efforts of academic units across the campus to meet these obligations. Courses which focus mainly on the presentation of facts and solutions develop lower-level cognitive thinking and are rightly called training. While training must occur for education to occur, the constant challenge of the CAA is to see that at the upper-division level, higher cognitive skills are developed. The CAA should not only ensure that courses and programs proposed are appropriate and feasible, but also assure that there is a significant body of coursework that develops higher-level critical thinking skills.

Richard Hooser - Health Education

We many times forget that many of our students who first enroll at Eastern are immature, their first time away from home and they do have problems adjusting. One of the consequences is that they are unable to keep an adequate grade point average and they drop out. This in itself is bad enough in that we have failed to retain a student that we initially admitted to school (they met the standards). Later, do we allow those students to be re-admitted with a good chance of being successful? I'm not sure we do. I believe this area needs to be reviewed as well as those of admission and retention of students.

Some of the major issues that seem to be in need of change are our policies on admitting students, retaining students and re-admitting students to the university. I question the setting up of general standards that tend to disqualify so many students. One of the major purposes of this university is to offer quality education to at least all of the citizens of the state. These standards appear to me to be set without adequate thought as to their consequences.

Laurent A. Gosselin - Home Ec.

Answer: The largest issue which the Council of Academic Affairs must address boils down to a word, that is, "integrity". I can not imagine a more important issue at the University than the maintenance of the integrity of courses and curriculum.

There are sub-issues of importance, such as, the recent debate on class attendance. Clearly on this issue and on others before the CAA the principle of academic freedom must be considered carefully. The expressed mission of the University and the "needs" of students must also be considered. In the end, regardless of issue, the resolve can only be found with struggle, through commitment and with integrity.

For example, on the issue of attendance it would seem that a University wide policy would not be an appropriate response to a felt problem in some areas. Neither academic freedom, the mission of the University, nor the needs of students would be clearly served by such a policy.

Council On Graduate Studies: What should be the policy of the Graduate Council regarding such issues as the campus wide requirement of comprehensive exams, graduate assistant allocations, representation on the EIU Council on Planning and Budget, etc.?

Stuart Rosenkranz - Management/Marketing

1. Regarding a campus-wide requirement for comprehensive examinations: At present no such requirement exists. When taken seriously, such examinations have merit as diagnostic and quality-control instruments, and as rites of passage. On that basis, they add both extrinsic and intrinsic worth to the graduate degree. As a campus-wide requirement, it raises questions of how to maintain consistency, and who, if anyone, shall monitor the process. Comprehensive graduate exams also introduce questions regarding any appeal process.

The policy of the Graduate Council should be to include input from the graduate faculty, before they take a position on this issue.

2. Regarding graduate assistant allocations: I believe that graduate assistants are a valuable asset to the University. Properly used, they receive a part of their education unobtainable in any other way. Therefore, we have an obligation to make each assistantship as productive a learning experience as possible. We need not only quantity (e.g., greater numbers of graduate assistants), but quality. The availability and amount of graduate assistant salaries also has a bearing on recruitment of quality students.

3. Regarding representation of the Council on the EIU Council on Planning and Budget: This is essential to make the Council more effective. For example, the issue of graduate assistant allocations is only of rhetorical interest if there is no representative to develop advocacy where it counts (e.g., where funding decisions are made).

4. Recruitment of quality students and a maintenance, growth, or decline posture with respect to graduate programs: I'm not sure that this issue has been given the priority that it deserves. Just as people like to do business where business is being done, students like to attend schools where things are being done. Quality graduate students not only raise standards by their own presence, they bring others. Their growth-oriented attitudes are infectious. They also bring vigorous new blood into the faculty. Grants, research, assistantships, fellowships, and good facilities contribute to attracting quality graduate students. Quality graduate students, and quality graduate assistants, attract (and retain) quality faculty.

Ruth Dow - Home Ec.

Certification of students' comprehensive knowledge is essential to maintain the academic integrity of the Master's degree. Such certification should not be given lightly, but I believe that the requirements for demonstration of comprehensive knowledge should reflect the judgement of individual departments/schools.

While all units with graduate programs must be considered, it seems appropriate that graduate assistantship allocations should relate more closely to program enrollment and needs than sometimes occurs under present policy.

The recent realignment of representation and voting membership on the Council on University Planning and Budget was a positive step. Although CUPB does not have a designated Graduate representative, presumably graduate interests are represented by some other CUPB members.

I believe that my four years as Graduate Coordinator provide me with valuable experience to serve on the Council on Graduate Studies.

Robert Sonderman - Ind. Tech.

A. The campus wide requirement of comprehensive exams -

Response: Page 18 EIU Graduate Catalog, 1984 and 1985 - item 3 is a statement -

"Certification by the appropriate department that the student has satisfactorily demonstrated a comprehensive knowledge of the area in which the degree is to be conferred. Such departmental certification must be filed in the Graduate School Office at least one week prior to the graduation date."

This statement does not prescribe - "a campus wide requirement". A casual survey indicates some departments administer written exams, some oral exams, others both written and oral and some departments simply file the certificate with no examination at all. To preserve the integrity of the EIU degree, I personally prefer both a written and an oral examination.

B. "Graduate Assistant Allocations".

Response: These should be allocated on a basis of proven need with special concern for departments who utilize the graduate assistants to teach, monitor laboratories, or perform relevant research.

C. Concerning: Graduate Council Representative on the EIU Council on Planning and Budget.

Response: It is my belief if budget allocations for graduate assistants are recommended by Planning and Budget - absolutely.

Bruce Guernsey - Eng.

1. The policy of the Council on Graduate Study regarding the campus wide requirement of comprehensive exams should be that the individual department should decide whether to require the thesis or the comprehensive exam in order to document the comprehensive knowledge of the Masters candidate -- or to allow the candidate his or her choice of either the comprehensive exam or the thesis, as is done in the English Department. Given the rich diversity of disciplines on our campus, the autonomy of individual departments in this matter is vital.

2. The Council on Graduate Study should participate fully in the process of allocating graduate assistantships in order to insure faculty participation in this important process at the Council level and to foster equitable allocation of this important University resource.

3. Because of the importance of the graduate program on our campus and the resources devoted to it, the Council on Graduate Study should be represented on the EIU Council on Planning and Budget.

4. 'etc.' ? Unsoweiter!

Glenn Hild - Art

As a member of the Council on Graduate Study I would not be in favor of a campus wide requirement concerning comprehensive exams. The need for comprehensive exams should be addressed by departmental graduate committees. A blanket policy would not allow for satisfactory options in programs where the measure of success is evaluated better by theses/papers and orals.

If the Graduate School is not represented on the EIU Council on Planning and Budget, then the Council on Graduate Study and the administrators of the Graduate School should develop and put forward a policy to gain representation for the Graduate School. If a representative does exist on the EIU Council on Planning and Budget the policy of the Council on Graduate Study should be of an advisory nature.

I am not familiar with the current means of determining graduate assistant allocations, but would expect the minimum involvement to be of an advisory nature.

I will be representing a varied group of graduate programs and plan to advocate their programs as a first order of business.

Kathy Doyle - Health Ed.

The Council on Graduate Study should maintain required campus-wide comprehensive examinations for each degree candidate and degree program. Candidates for graduate degrees should demonstrate comprehensive knowledge in the area in which the degree is conferred.

Regardless of the issue, the Council on Graduate Study should follow a uniform policy across campus. Baseline policy and procedures should be adopted to facilitate consistent interpretation of regulations and requirements. Policy should be determined by intensive study and research on the issues with adequate input from the appropriate sources. Guidelines should be followed when making decisions or recommendations on specific issues involving graduate study.

The Council on Graduate Study should have strong representation on the EIU Council on Planning and Budget and exercise its power in decision-making processes.

Council on Teacher Education: What should be the responsibilities of the Council on Teacher Education? Why do you want to be a member of COTE?

Grace Nunn - Elementary Education

The main responsibility of COTE is to assess the quality of the certification programs in education and to help maintain/improve this quality.

My main reason for wanting membership on COTE: I want to be a part of the University organization responsible for improving the quality of the preparation of teachers. Recent mandated program requirements necessitate swift and meaningful action by those who are involved in this teacher preparation program.

Andrew Brulle - Sp. Ed.

1. What should be the responsibilities of the Council on Teacher Education?

Eastern Illinois University has a fine tradition of teacher education. In order to continue that tradition, departments must continually appraise their programs and adjust for changes that research and needs dictate. The function of the Council on Teacher Education should be to monitor these changes, make certain that they are based on needs, and ascertain the effects that program changes would have on students and the university. The Council on Teacher Education needs to rely heavily on the expertise of the individuals in the various departments, however it must retain its objectivity and autonomy. I feel that through this objective scrutiny of proposed program changes, the Council on Teacher Education can help to insure excellence in teacher education, a much needed commodity today.

2. Why do you want to be a member of COTE?

I have been involved in education for my entire professional career, and I view the opportunity to serve on the Council on Teacher Education as a chance to help contribute significantly to the maintenance of EIU's excellence in teacher education. Given the recent legislative mandates in response to a growing public concern about public education, I can foresee exciting and challenging times ahead for those people who prepare teachers. By serving on the Council on Teacher Education, I will be able to play a role in the process as important innovations are introduced and implemented.

Leonard Storm - Physics

Having previously been a high school teacher of physics and math, I have an ongoing interest in the training which prospective teachers obtain while at college. I currently teach an Experimental Lab course for Physics majors who intend to teach at the high school level, and I have served as a reader for the Writing Competency Exam. I regard service on COTE as another avenue to insure the quality of our graduates in Teacher Education. The responsibility of COTE should be to set and maintain standards for graduates in Teacher Education.

Robert Jorstad - Geology and Geography

Review and constructively comment on proposed and existing teacher education programs to insure that they are meeting the needs of both aspiring and practicing professional educators. COTE should function as one step in the procedure that assures that teacher education programs maintain the high quality for which Eastern Illinois University is well-known.

As a former public high school teacher with an advanced degree in education, I am aware of some of the needs of educators in the "real world". I am interested in teacher education programs and on the basis of my experience feel that I can make a worthwhile contribution to the COTE. I have also served on the Citizens Consulting Committee for the Charleston Public Schools and on the Community Education Council in Bemidji, Minnesota.

Chris McCormick - Psych.

The function of the COTE, as I understand it, is to review proposed curriculum changes, to assist departments by offering perspectives that might not be apparent at the departmental level on the proposed changes, and to help insure coherent programs across departments.

My experiences as an undergraduate education major, as a Montessori teacher, and as a school psychologist in the teacher education. I believe this background would help to make me an effective COTE member.

Hal Anderson - Math

The Council on Teacher Education should have the primary responsibility for overseeing the teacher education function of the University. COTE should review all changes and upgrades to education programs at the University, and ensure that these changes are in the best interests of the students, and the overall preparation of teachers. COTE is in the position of viewing the gestalt of teacher education at Eastern, and this broader view gives it more insight to how changes in one or more areas effect the whole.

As a faculty member involved in teacher education, I'm naturally concerned about maintaining the quality of Eastern's teacher education program. COTE is an exciting and rewarding way to serve both Eastern and the teacher education program.

University Personnel Committee: What is your perception of the role of the UPC under collective bargaining? Why do you wish to serve as a member of the UPC?

Andrea Bonnickson - Political Science

1. Role of the UPC under collective bargaining

The UPC helps ensure that the terms of the UPT contract are carried out in retention, promotion, and tenure decisions.

2. Wish to serve on the UPC

Members of the University Personnel Committee weigh retention, promotion, and tenure recommendations to make sure faculty members are treated equitably and fairly under the contract. I wish to be a part of this Committee that requires and generates judicious thought and that serves a key advisory role in university personnel matters.

David Baird - Counseling Center

1. The role of the University Personnel Committee under collective bargaining is clearly stated in the current agreement (1985-88) executed by the Board of Governors of State Colleges and Universities and the Board of Governors Council. UPI, Local 4100 executed October 2, 1985.
Article 8.5i - mandates the establishment of a University Personnel Committee composed of and elected by University employees.
Article 8.5j - defines the role of the UPC in evaluation of employee performance as evaluation for the purpose of providing a recommendation to the appropriate Vice President concerning retention (Art. 9.1f), promotion (Art. 10.8), or tenure (Art. 11.11) of a University employee.
2. My work experiences at EIU have provided an appreciation for the day to day operation of the University as well as considerable knowledge of its overall goal and mission. My early experience as a Dean, Director and Coordinator helps me better understand the administrative point of view while my later years as a tenured faculty member and Resource Professional allow me to relate more directly to the concerns of non-administrative personnel.
Previous University Committee assignments on the University Personnel Committee, Insurance Committee and Scholarship & Grants Committee were very satisfying. I feel that at this stage in my professional career it is time to again participate actively in University service.
These critical times of under-funding, budget cuts, internal reallocations and changing managerial styles call for a closer working relationship between all members of the University community. Hopefully membership on the University Personnel Committee could offer (within its limited parameters) an opportunity to foster that goal.

Academic Program Elimination Review Committee: Under what circumstances do you consider it appropriate to eliminate an academic program? What kind(s) of information should the members have available in the decision-making process?

Marilyn Wilkins - Business Education

This committee has a serious responsibility in evaluating programs for possible elimination. Needs of students as well as cost effectiveness for the University should be considered. Programs with low demand or enrollment, programs no longer having qualified staff, or programs which are no longer relevant might be appropriately eliminated if circumstances warrant. However, in some cases, eliminating low enrollment programs may not contribute to cost savings. The committee should have available data on cost effectiveness and enrollments, as well as services provided by the program and/or staff to the university and its publics.

Peter Hesterman - Music

I know of recommendations to eliminate a program which would have resulted in no savings in faculty salaries or other instructional costs. In addition, the recommendation was based solely upon enrollment figures with no regard for the academic necessity or validity of the program. From my experience in this situation. I believe that:

- 1) The number of students enrolled in or graduated from a particular program is not necessarily the most important reason for considering the continuation or elimination of that program. Certain programs require a high degree of specialization and scholarship that naturally limit their enrollment or graduation rate.
- 2) Administrative estimates of program costs must be scrutinized to see if they represent the true cost to the university. The actual cost of a degree program must be carefully weighed against its academic cost in faculty morale and elimination of opportunities for students to benefit from the talents, skills, and specialized training of faculty members.

Carol Kiefer - Accounting

I would be very cautious about eliminating an academic program because once it is gone it is next-to-impossible to reinstate. I would not eliminate a program on the basis of current fashion; thus the ten-day enrollment report and the number of majors are not valid evidences upon which to make a judgment. The one guiding principle for program elimination must be the academic integrity of the university. If, however, a program shows lack of support over an extended period of time by both students and faculty (e.g., the Physics/Management option) then that program should be considered for possible elimination.

In order to make a fair evaluation for academic program elimination the committee should have access to the following data: ten-year enrollment history, ten-year staffing history, ten-year history of the resources the university has allocated to the program, the number of majors and minors produced by the program, and student and faculty testimonials as to the worth of the program.